

# Friday 24th April 2020

Today's Schedule

# Daily Reminders:

- Check work that has been returned to you for any feedback. If you have been given '100' that means you have completed the task and no more needs to be done. If you have a score less than 100, it means you need to revisit it and improve.
- Please do not 'share' documents with the teachers. Instead, try to use the 'hand it in' tool.
- Just do your best in completing the tasks set. We will not be upset if you are struggling to complete a task or if you cannot work out how to submit it. Please ask your family and friends to help you with this.
- If necessary, send us a private message on the task you are struggling with so we can help you solve it.

# TT Rockstars or NumBots

20 minutes

# Daily Maths Learning

40 minutes

# Roman Numerals

These symbols are the building blocks of Roman numerals:

I, V, X, L, C, D and M

Do you know the value of each letter?

$$I = 1$$

$$V = 5$$

$$X = 10$$

$$L = 50$$

$$C = 100$$

$$D = 500$$

$$M = 1000$$

In our number system (the Arabic numeral system), there are ten different digits, (0, 1, 2, 3, 4, 5, 6, 7, 8, 9) and the place of these digits in the number determines its value. For example, 2 on its own means 'two', but in 3240, the '2' now means "two hundred". In this way, any number can be written down, using only ten digits.



Roman numerals have a set of rules which allow you to write down any number:

1. If a smaller numeral comes after a larger numeral, add the smaller number to the larger number;
2. If a smaller numeral comes before a larger numeral, subtract the smaller number from the larger number;
3. Do not use the same symbol more than three times in a row.

Can you use these rules to construct and decipher Roman numerals?

Try converting the following Roman numerals into Arabic numerals:

III

IV

XVIII

XIX

MCMLXXVI

MMXXIII

MCMLXII

Now try converting the following into Roman numerals:

55

86

two thousand five hundred and ninety-two

913

Can you work out how to write '1984' in Roman numerals?

'1984' written in Roman numerals has more numerals than when it is written in Arabic numerals. However, this will not always be the case.

Can you find some examples when the number of Roman numerals is fewer than the number of Arabic numerals for the same number?

# GPS Practice

20 minutes

<https://classroom.google.com/u/0/c/Njl4NDkyODk0ODBa/a/NTM2MzgyMDQ3ODha/details>

<https://classroom.google.com/u/0/c/Njl4NDkyODk0ODBa/a/NTM2MzgyMDQ1NTIa/details>

<https://spellingframe.co.uk/>

<https://www.typingclub.com/>

# Reading

20 minutes

<https://classroom.google.com/u/0/c/Njl4NDkyODk0ODBa/m/NjUwNzE3Mzc2MTFa/details>  
<https://classroom.google.com/u/0/c/Njl4NDkyODk0ODBa/a/NTM2MzgyMDQ2ODNa/details>

# Daily English Learning

40 minutes

LO: To create a story map.



# LO: To create a story map.

Look at the text on the next two slides.

Can you remember it off by heart?

Read it out loud.

# Humpty

Mrs Dumpty: Now look here, young man. I do not want you hanging around with the free range crowd on the city wall. It's dangerous up there. They're no good that lot and you'll end up in trouble.

Humpty: Oh Mum! It's not fair. Everyone else is allowed down town on a Saturday except me.

Mrs Dumpty: Don't use that tone of voice with me. I've just about had enough of you today. Now, is that bedroom tidy?

Humpty: (*Sulkily*) Almost.

Mrs Dumpty: Almost! What does almost mean? Either it is or it isn't. Get upstairs and get it tidy. Even Mrs Trotter's piglets keep a clean house - and they're pigs!

*Miss Dumpty enters.*

Miss Dumpty: Mum, can I go down town to meet Lucy?

Mrs Dumpty: Of course you can dear, but just be careful because that girl is always losing things. Why, only last week she caused such a kerfuffle at the 'Bring and Buy' when she lost her purse.

Miss Dumpty: But Kitty Fisher found it Mum and Kitty'll be there.

Mrs Dumpty: Well, just you take care. And watch out for that Jack. He's as daft as a brush. Why, only yesterday his mum sent him down to the market with their cow Daisy and he came back without a penny and just three beans.

Miss Dumpty: We don't hang out with him, Mum. See you, Humpty. I'll be back for tea. Bye Mum. (*She exits.*)

Humpty: Why's she allowed to go and I'm not? It's just NOT FAIR!

# LO: To create a story map or grid.

Let's go through the features of the play scene:

- Scene title
- Characters' names on left
- What the characters say on the right
- Variety of punctuation
- Italics for stage directions
- Warning in the opening speech
- Dialogue sounds real by using typical things people say, e.g. one word sentences
- Reference to other nursery rhymes/stories to add humour
- Characters' reactions help build their characters
- Capital letters for emphasis

Change or add these to your Grid of Success and hand it in again.

# LO: To analyse a scene from a play.

Now you are going to make a story map of the Humpty play scene.

Can you do it from memory?

Don't worry if you can't, you can always use the text on the previous two slides.

There are two types of document for you to complete your work.

- You can try completing your drawing on Google drawing
- Or you can use the slides and import pictures to match what you are doing

Give it a go, see which one works best for you.

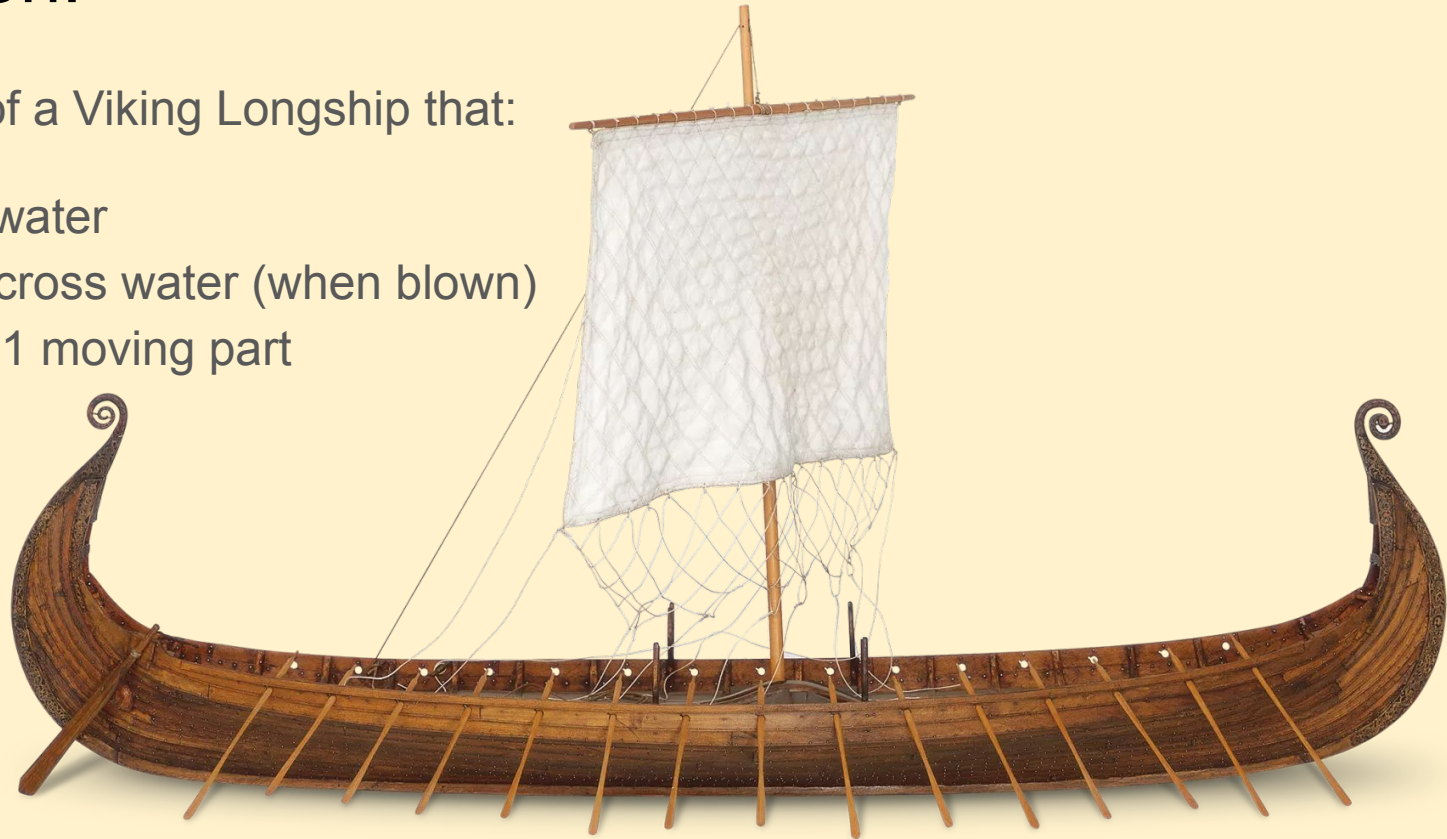
# Wider Work - Art and RE

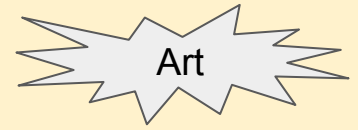
1 hour

# Specification:

Create a model of a Viking Longship that:

- Can float in water
- Can travel across water (when blown)
- Has at least 1 moving part





**L.O: To create a mood  
board.**

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# L.O: To create a mood board.

This half term we will be researching, planning and making a Viking Longship.

Click on the link below to see what a Viking Longship is like.

<https://www.dkfindout.com/uk/history/vikings/viking-longship/>



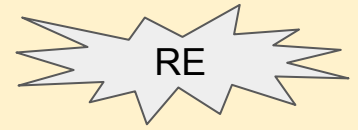
# L.O: To create a mood board.

Your task today, is to research Viking Longships and create a moodboard of the different parts. The images you choose must NOT be of whole longships but must concentrate on different parts of the ship (e.g. mast, oars and square sail).

Once you have created your mood board, you should write 3 facts you have learnt about Viking Longships.

Add your work to the other slides.





**L.O: To identify key aspects  
of Islamic life.**

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# L.O: To identify key aspects of Islamic life.

Research Christianity and present the information using your own words and other representations.

Think about:

- Celebrations
- Routines
- Daily Life
- Beliefs
- Holy Books
- Religious Leaders

# Creative Learning Opportunities

1 hours

# Choose an activity to complete in this time. Create a journal to keep track of the activities you have done.

## Creative Learning Opportunities:

<https://classroom.google.com/u/0/c/Njl4NDkyODk0ODBa/m/NTQ1NzQ1NzYzMDJa/details>

<https://classroom.google.com/u/0/c/Njl4NDkyODk0ODBa/m/NTQ4NjlzMDQ5MjJa/details>

<https://classroom.google.com/u/0/c/Njl4NDkyODk0ODBa/a/NTM2NTM5NTM2MzRa/details>

<https://classroom.google.com/u/0/c/Njl4NDkyODk0ODBa/m/NzM3MTQ3OTEwNzNa/details>

<https://classroom.google.com/u/0/c/Njl4NDkyODk0ODBa/m/NjEzODc1MTUwMDVa/details>

<https://classroom.google.com/u/0/c/Njl4NDkyODk0ODBa/a/NTQyNjQzNzk3MDFa/details>

Create your journal using the slides created here:

<https://classroom.google.com/u/0/c/Njl4NDkyODk0ODBa/a/NzQzMDgyNTE1ODRa/details>

# PE

30 mins to 1 hour

# Take part in this week's challenge:

Activity & Equipment		Aim of the challenge	MON	TUE	WED	THUR	FRI	
<b>FROG JUMPS</b>	Timer	Crouch down like a frog and jump around the room. Set a timer and complete the movement for 45 seconds. How many jumps can you do in the allocated time?  <b>Challenge:</b> Can you jump higher each time?	<b>NO. OF HOPS</b>					
<b>BEAR CRAWLS</b>	Timer	Have your hands and feet on the floor, hips high. Crawl 4 paces forward and 4 paces back (this is 1 crawl). Set a timer and complete the movement for 45 seconds. How many crawls can you do in the allocated time?  <b>Challenge:</b> Whilst doing your Bear crawls, can you create different shapes by moving in different directions?	<b>NO. OF CRAWLS</b>					
<b>STAR FISH JUMPS</b>	Timer	Jump like a Star Fish (Star Jumps). Stand with your arms by your side, then as you jump, move your with your arms and legs out to the side and back before you land. Do this as fast as you can for 45 seconds. How many jumps can you do in the allocated time?  <b>Challenge:</b> Can you turn in the air so you are facing the other way?	<b>NO. OF JUMPS</b>					
<b>CHEETAH SPRINT</b>	Timer	Run on the spot as FAST as you can! Use your arms to help you. How long can you sprint for?  <b>Challenge:</b> Try and beat your previous time	<b>NO. OF SECONDS</b>					
<b>CRAB SHUFFLE</b>	Timer	Sit on the floor. Your feet should be out in front (touching the floor) and your palms flat on the floor behind your hips. Lift up off the ground and move sideways for 4 steps then move back (this is 1 shuffle). How many shuffles can you do in 45 seconds?  <b>Challenge:</b> Can you move in different directions around the room?	<b>NO. OF SHUFFLES</b>					

WEEK 1 - ANIMAL CHALLENGE



# Real PE

The website address is: [home.jasmineactive.com](http://home.jasmineactive.com)

Parent email: [parent@whyteleafe-1.com](mailto:parent@whyteleafe-1.com)

Password: whyteleafe

Login and access the daily and weekly guidance for PE at home

# Fitt In

Website : [https://www.fitt-in.co.uk/checkout?rid=m4xDde&cf\\_3=g95](https://www.fitt-in.co.uk/checkout?rid=m4xDde&cf_3=g95)

Username : [whyteleafeprimary@fitt-in.co.uk](mailto:whyteleafeprimary@fitt-in.co.uk)

Password : WPS2020HomeUserA1F

Login and access lots of videos and resources to do PE at home